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| Name: Emily | NE | Y 1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 |
| *Teachers sign off/highlight as progress is tracked each year.* | | | | | | | | | |



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|  | I Can… | | | | | | | | | | | | | | | | |
|  | Deeper Features | **Level 1** | | | | | | **Level 2** | | | **Level 3** | | | | **Level 4** | | **Level 5** |
| *Emergent* | | *Level 1i* | *Level 1ii* | | *Level 1iii* | *Level 2i* | *Level 2ii* | *Level 2iii* | *Level 3i* | *Level 3ii* | *Level 3iii* | |  | |  |
| Impact  The effect the writing has on the reader | Say what I have written about | | | Write for other people to read | | Write about ideas and feeling to make our writing more interesting | Write stories that are interesting to read by carefully choosing the words | | | Write to gain audience attention by using:   * Honesty * Selected anecdotes * Humour   Choose language which enhances writing | | | | Write and maintain audience interest through a variety of means:   * Humour * Selected anecdotes * Careful choice of language   Choose appropriate language features to enhance writing | | Engage audience interest through a variety of means  Deliberately choose appropriate language features to enhance my writing |
| Voice  Refers to those aspects of a piece of writing that give it a personal flavour  (poetic & persuasive writing) | Tell my own story | Record and tell my own story | | Write about things that have happened and how I felt | | Write about things that have happened, how I felt, and what I was thinking, to create feeling | Use personal voice to effectively create mood and feeling | | | Convey personal views, feeling and responses sincerely and honestly. Include my own opinion and special examples | | | | Sustain sincerity of personal voice to maintain audience interest. Could include the use of:   * Conversational tone * Humour * Special anecdotes | | Confidently convey personal thoughts, feelings, ideas and responses.  Express experiences with perception |
| Planning | Draw a picture plan | | | | | | Use a picture plan / brainstorm / keywords to plan my writing | | | Use picture plans/brainstorm/ note-taking/keywords if I think I need them | | | | | | |
| Content / Ideas | Share my ideas | | | | Write thoughts, feelings and ideas | Write interesting and important ideas, and add opinion and some detail | Write interesting and important ideas including detail and opinion  Choose appropriate and relevant information and detail to support ideas | | | Develop significant ideas and support with descriptive details  Use precise and logical details and / or comment | | | | | As level three  Focus clearly on developing main points, attitudes and specific interesting events and aspects  Support main points and sequence of events with substantial illustrations, interpretive comments, evaluations or observations  Clearly and consistently maintain a point of view. Support main ideas convincingly through elaboration, evidence, and links to other ideas | Develop and sustain a strong central idea  Support main points and sequence of events with interesting and substantial illustrations, interpretive comments, evaluations or observations |
| Sentence Structure | Use shapes & lines | Begin to write a sentence Write sentences that sound right | | | Begin to join two ideas in one sentence  Write sentences using joining words e.g. and, but (compound sentences) | Use simple and compound sentences  Write sentences that have different beginning and are different lengths  Order my ideas  Sequence most thoughts, feeling and ideas logically | Attempt using complex sentences  Use a variety of sentence structures  Beginning to use paragraphs with support  Sequence most thought, feeling and ideas logically with some confidence | | | Attempts to use paragraphs  Structure thoughts, feelings and ideas to create effect | | | Use a variety of sentence structures  Uses paragraphs  Structure thoughts, feelings and ideas to create effect | | Confidently shape ideas for a particular effect or purpose  Organise ideas into paragraphs  Usually make logical links within and between the paragraphs | Use a variety of sentence structures for effect and impact  Experiment with structure for a particular effect or purpose (repetition/flashback)  Convey a sense of coherence  Make logical links within and between paragraphs |
| Vocabulary / Language |  | Use the words I know & the words around me | | | Use the words I know & the words around me  Begin to use adjectives verbs & nouns | Use the words I know and topic words  Use specific adjectives, verbs and nouns | Use topic related vocabulary and some technical words  Use a variety of specific adjectives, verbs & nouns with some confidence  Begin to use some language features to add interest eg similes, alliteration, onomatopoeia, metaphors and may use direct speech | | | Use nouns, pronouns, adjectives and verbs  Use similes, alliteration, onomatopoeia, metaphors and personification to add interest  Use direct speech | | | | | Use a range of vocab to suit the audience & purpose  Use appropriate language features to enhance the content and engage the audience  If appropriate, use dialogue & inner voice to enhance my writing | Select and enhance the vocabulary in my writing to add the ‘x’ factor; to create the desired impact  If appropriate, use features and dialogue for impact |

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|  | I Can… | | | | | | | | | | | | | |
|  | Surface Features | **Level 1** | | | | | **Level 2** | | | **Level 3** | | | **Level 4** | **Level 5** |
| *Emergent* | *Level 1i* | *Level 1ii* | | *Level 1iii* | *Level 2i* | *Level 2ii* | *Level 2iii* | *Level 3i* | *Level 3ii* | *Level 3iii* |  |  |
| Spelling |  | Write some sounds (dominant) I hear  Spell some high frequency words | | Write most first letter sounds  Hear sounds in words and write these (dominant)  Spell some high-frequency words correctly (Spell-Write lists 1 - 2) | Show knowledge of consonant sounds, blends, and vowel sounds.  Begin to use common spelling patterns.  Spell most high-frequency words correctly (Spell-Write lists 1 – 2) | Show some knowledge of common spelling patterns and can transfer these between words  Spell most high-frequency words correctly (Spell-Write lists 1 – 4) | | | Demonstrate good understanding of all basic sounds and patterns in written English  Spell most high-frequency words correctly (Spell-Write lists 1 – 6) | | | Demonstrate good understanding of all basic sounds and patterns in written English, with few intrusive errors  Spell most high –frequency words correctly (Spell-Write lists 1 – 7) | Use the writing conventions of grammar (e.g. correctly formed sentences, consistent tense and pronouns, subject-verb agreement, correct prepositions), spelling, and punctuation with few intrusive errors |
| Punctuation | Have a go with capital letters and full stops | | With help, understand and use capital letters and full stops | With help, understand and use capital letters and full stops | Consistently use:   * Capital letters * Full stops * Commas * Question marks * Speech marks * Exclamation marks | | | With consistency, punctuate with increasing independence:   * Capital letters * Full stops * Commas * Question marks * Speech marks * Exclamation marks * Apostrophes | | | Use appropriate punctuation independently eg brackets, dashes, colons and the ellipsis |
| Grammar | Write a sentence (simple) that makes sense | | Write sentences that make sense | Write sentences (simple) correctly – subject / verb agreement | With support I can correctly form sentences  Use:   * Correct tense * Pronouns * Prepositions * Subject – verb agreement * Attempt more complex sentences | | | Use most grammatical conventions correctly e.g. correctly formed sentences   * Consistent use of tense * Subject-verb agreement * Consistent use of pronouns * Correctly use prepositions * Writing may include some errors | | | Use most grammatical conventions accurately e.g. correctly formed sentences   * Consistent use of tense * Subject-verb agreement * Consistent use of pronouns * Correct use of prepositions |
| Layout | I know where to start on a page | Write from left to right  Leave spaces between some words | | I know where to start on the next line  Leave spaces between words |  | | | | | | | | |

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|  | Recrafting | **Level 1** | | | | **Level 2** | | | **Level 3** | | | **Level 4** | **Level 5** |
| *Emergent* | *Level 1i* | *Level 1ii* | *Level 1iii* | *Level 2i* | *Level 2ii* | *Level 2iii* | *Level 3i* | *Level 3ii* | *Level 3iii* |  |  |
| Editing |  | Check that my picture matches my story | Re-read my writing to check it makes sense | Re-read my work and make changes  Use word cards and dictionary | With support:  Proof read my writing for spelling, punctuation and grammar  Re-craft by adding, changing and deleting to improve my writing | | | Proof read for spelling, punctuation and grammar  Re-craft by adding, changing and deleting to improve my writing | | | Proof read independently  Use a dictionary, spell checker and thesaurus  Use feedback to improve my writing  Re-craft my writing for better effect, with growing independence. | Proof read independently  Use a dictionary, spell checker and thesaurus  Use feedback to improve my writing  Re-craft my writing for better effect independently. |
| I can use feedback / feed-forward to improve my writing | | | | | | | | | | | |